



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

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ECSE 01-08

MEMORANDUM

To: Special Education Administrators

From: Amy Corriveau
Deputy Associate Superintendent, Early Childhood Education
School Effectiveness Division

Valerie Andrews
Program Administrator, Early Childhood Special Education
School Effectiveness Division

Subject: **NEW** Data Collection for LRE/Preschool Environments/Effective July 1, 2007.

The Individuals with Disabilities Education Act of 2004 established a requirement of all states to develop and submit a State Performance Plan (SPP) to the U.S. Department of Education (USDOE), Office of Special Education Programs (OSEP). 34CFR §300.157 Arizona's State Performance Plan, Indicator 6 collects data for the percent of time preschool children with disabilities spend time in an environment with typically developing peers. IDEA Section 618(a)(1)(A) and 618(a)(3) of IDEA requires that states report the number and percentage of children with disabilities who are: "(i) Receiving a free appropriate public education; (ii) Participating in regular education; (iii) In separate classes, separate schools or facilities, or public or private residential facilities" and any other information that may be required by the Secretary. The environments data is collected through the Student Accountability Information System (SAIS) for SPP, Indicator 6, Preschool Placements.

Categories for reporting the number and percentage of preschool-aged children with disabilities by educational environment have been revised to more accurately reflect the extent of the children's participation in regular education. The primary focus of the preschool educational environments data collection has shifted from an emphasis on where the child receives special education and related services to an emphasis on the percentage of time the child spends in an environment with typically-developing age peers.

Regular public preschool education programs are not consistently available through local educational agencies across the country, nor are 3 through 5 year olds generally included in states' mandatory school age range. It is necessary to look to other settings where preschool-aged children are typically found during the day, and to use those settings as proxies for "regular education" settings

While OSEP recognizes that the amount of time that a preschool-aged child may spend in an educational environment will vary widely, in order to enhance comparability of these data, it is important to set a standard. OSEP has determined a maximum of 8 hours per day to be a standard school day for children ages 3 through 5.

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To determine whether a child attends a group childcare program: IEP teams should ask the parent if the child is in a non-residential setting where the other children in care are not related to one another. If the child is in a setting like this, the child should be reported as being in a group childcare program. If the child is in a home setting where the other children in care may be related to one another, then the child should be reported in the home category. Group childcare would not be the same as in-home babysitters, nannies, caregivers, au pairs, or the home of a neighborhood babysitter or a relative providing childcare. (See attached FY 2008 Preschool Service Codes).

To calculate percentage of time a child is with typically developing peers: divide the amount of time per week the child spends in a regular early childhood program by the total number of hours (up to 8 hours per day/40 hours per week) the child spends in a regular early childhood program **PLUS** any time the child spent receiving special education and related services outside of the regular early childhood program. The result is multiplied by 100. (See Attached Calculation Sheet). Using the Preschool LRE Calculation Sheet, figure the total number of hours the child is in a regular early childhood program within a 40 hour week across the top, and how many hours they receive SPED services outside a regular Early Childhood Education Program PLUS the hours in a regular early childhood program within a 40 hour week down the side of the calculation sheet.

This procedure for reporting is effective July 1, 2007, however, all early childhood IEPs must be updated with the revised educational environments by December 1, 2007.

Data Collection Smorgasbord workshops facilitated by Peggy Staples will include a review of the new service codes for FY 2008. Dates/times will be announced through the SPED Director list serv and the SPED Data Group list serv and will also be posted at <http://www.ade.az.gov/ess/funding/datamanagement/DmHome.asp> under "What's New".

Please contact an Early Childhood Special Education Program specialist if you have any questions on this or any other matter at 602.542.5448.